National Clearinghouse for Bilingual Education, 1997

CONTENT ANALYSIS OF FUNDED ENHANCEMENT PROJECT APPLICATIONS - FISCAL YEAR 1995

Reynaldo Flores Macias UC LMRI

Adelina Alegria LAUSD, UC LMRI Ana Maria Rodrigues Resnik UC LMRI

Table of Contents

Abstract

- 1.0 Introduction: Report purpose, method and structure
 - 1.1 Limitations
 - 1.2 Organization of the Report

2.0 Data Analysis and Findings

- 2.1 Demographic Characteristics
- 2.1.1 Number of students served
- 2.1.2 Language characteristics of students in the programs
- 2.1.3 Grades covered by the program

2.2 Goals and Objectives

- 2.2.1 Program types
- 2.2.2 School restructuring goals
- 2.2.3 Proposed short-term and long-term goals

2.3 Instructional Characteristics

- 2.3.1 What subjects are being affected by the proposed activities?
- 2.3.2 What instructional methods are being proposed?
- 2.3.3. How is student academic assessment to be carried out?

2.4 Parent and Family Services

- 2.4.1 Non-instructional, comprehensive, school-linked services
- 2.4.2 Parent involvement plans, especially in school decision-making

2.5 Professional Development & Personnel Training

- 2.5.1 Nature of staff development activities
- 2.5.2 Teachers participating in staff development activities

- 2.5.3 School personnel
- 2.5.4 Level of administrative involvement
- 2.5.5 Pre-service preparation

2.6 Program Features

- 2.6.1 Evaluation plans
- 2.6.2 Purpose of intended equipment purchases
- 2.6.3 Purpose of proposed travel, especially travel by students and their families

3.0 Conclusions

- 3.1 Summary
- 3.2 Inferences

References

Appendix

Appendix 1--Scope of Work--Task Order # D0001/Model Type 3, Under Task

Appendix 2--Control list of Enhancement Proposals, 1995

Appendix 3--Enhancement Proposals Database Structure

List of Tables

- Table 1--Distribution of projects by state, 1995 (N=97)
- <u>Table 2--Requested funding and contributions</u>
- Table 3--Language groups served by the programs, by selected states, 1995
- Table 4--Distribution of Funded Projects by Levels of Schooling. 1995
- Table 5--Distribution of planned services by grade, 1995 (N=97)
- Table 6--Types of funded base programs, 1995
- Table 7--Enhancement proposals including English and non-English languages, 1995
- Table 8--Proposed student component goals/objectives, 1995
- Table 9--Proposed staff development component goals/objectives, 1995
- Table 10--Proposed parent component goals/objectives, 1995
- Table 11--Curriculum areas covered by proposed programs, 1995
- Table 12--Number of subject areas addressed by proposals (N=33)
- Table 13--Proposed methodologies for providing instruction, 1995
- Table 14--Proposed alternative assessment methodologies, 1995
- Table 15--Proposed parent activities, 1995 (N=33)
- Table 16--Proposed professional development activities, 1995 (N=33)
- Table 17--Proposed program enhancement project personnel, 1995 (N=33)
- Table 18--Required qualifications for Enhancement Project personnel, 1995 (N=33)
- Table 19--Type of proposed evaluations, 1995
- Table 20--Proposed evaluation areas, 1995 (N=33)
- Table 21--Proposed evaluation instruments, 1995 (N=33)
- Table 22--Intended equipment purchases, 1995 (N=33)
- Table 23--Personnel travel, 1995 (N=33)

Table 24--Purpose of travel, 1995 (N=33)

List of Figures

Figure 1--Distribution of Program Enhancement Projects by State, U.S., 1995 Figure 2--Distribution of Funded Enhancement Projects, by Language, 1995

Prepared by:

Reynaldo Flores Macias

Professor of Education, UCSB & Director, UC LMRI

Adelina Alegria

Bilingual Resource Teacher, LAUSD Research Assistant, UC LMRI

Ana Maria Rodrigues Resnik

Research Associate Specialist Coordinator, Research Information Services UC LMRI

Submitted to:

U.S. Department of Education, Office of Grants and Contracts Services April 1997

The George Washington University

This report was prepared for the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, by the National Clearinghouse for Bilingual Education, operated under Contract No. T292005001, by the George Washington University, Graduate School of Education and Human Development, Center for the Study of Language and Education. This report was prepared under Task Order D0001, Model 3. The opinions, conclusions and/or recommendations expressed herein do not necessarily reflect the position or policy of the Department of Education and no official endorsement by the Department of Education.

go to HOME PAGE

http://www.ncela.gwu.edu